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ABSTRACT

This kit is designed to help labor union members or others interested in workplace issues to make successful visits to elementary and secondary school classrooms. The slide program lasts approximately 45 minutes and does not require an expert in teaching or labor history background. Suggestions on whom to approach within the school in order to receive permission to give the presentation, how to ask for that permission, and tips on working with students are given. The topics covered in the secondary schools presentation include: "Learning about Work"; "People at Work"; "Workers Joining Together"; "Making Jobs Better"; "Equal Opportunity"; "Rights on the Job"; "Work and Family"; "Justice for All"; and "People Without Work." Separate elementary and secondary school presentations of 70 slides are included. These presentations consist of discussion points that should be raised as the slides are shown. The presentations are intended to generate student discussion about workplace issues, not to give only a pro-union viewpoint. (PPB)

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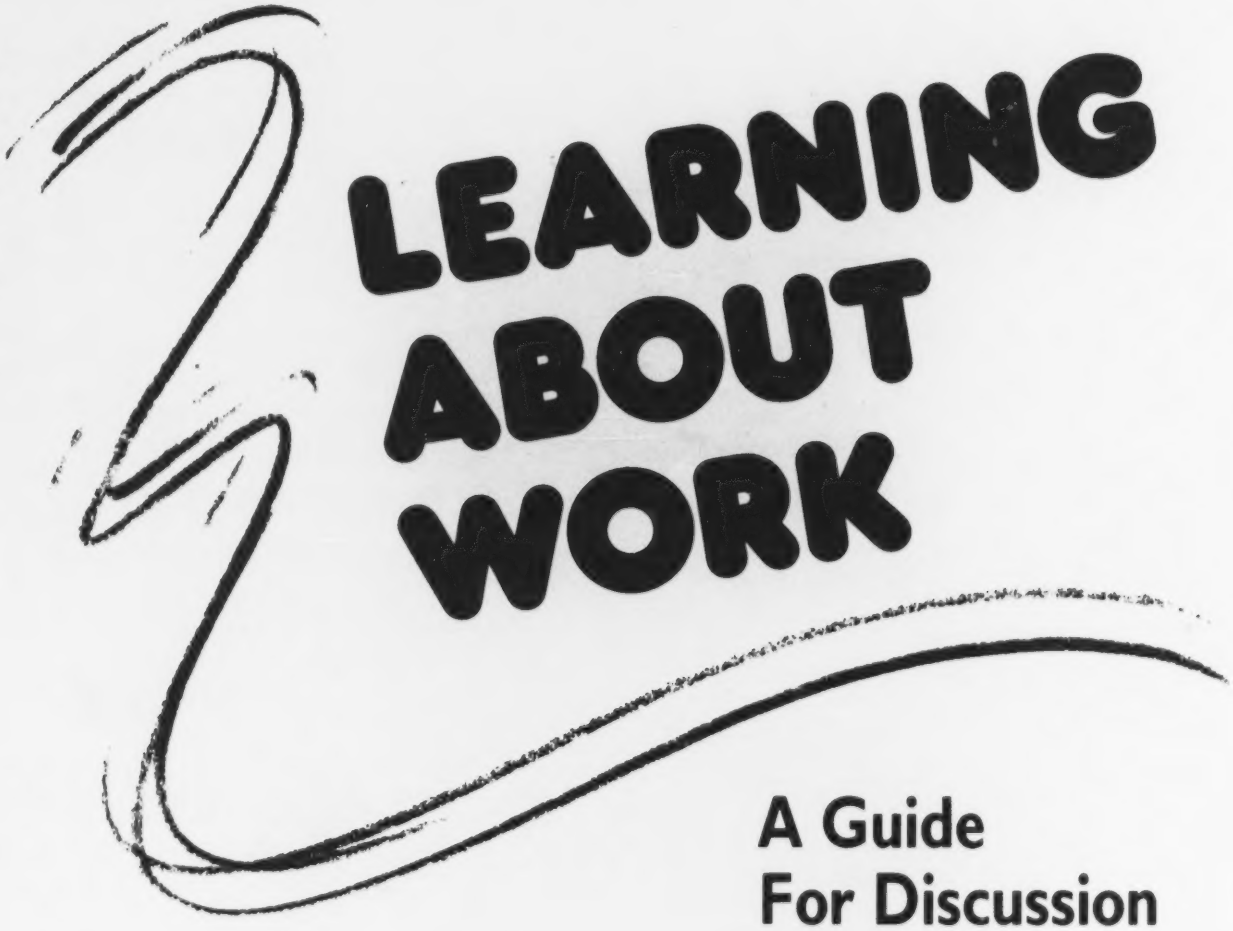

LEARNING ABOUT WORK

A Guide For Discussion In The Schools

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How To Use The LEARNING ABOUT WORK Kit

This Learning About Work kit is designed to help unionists or others interested in workplace issues to make successful visits to elementary and secondary school classrooms.

The kit includes slides to show and a discussion guide that tells you what information to convey or questions to ask with each slide. There is one slide/discussion guide set for use in secondary schools and one for elementary.

The kit is designed to be used during a normal classroom period of 40-45 minutes. It can take longer if you have time for more discussion. If you have less time than that, you should plan in advance which sections you might skip.

WHO SHOULD USE THIS SLIDE KIT

You don't have to be an expert in teaching, labor history, or union affairs to use this kit successfully in your local schools.

It could be used by active union members, retirees, unemployed or disabled workers, union leaders, teachers, or anyone else with an interest in workplace issues.

For junior high and high school students in particular, the best classroom visitor often is someone who has worked for a unionized employer. Since students know that they too will be entering the work force before long, they may identify with such a discussion leader and be curious about what he or she has experienced.

The visitor should be able to handle basic questions about how a union works. One way to prepare new people to handle classroom visits is to have them do the first one or two jointly with an experienced union leader or staff person.

ARRANGEMENTS WITH SCHOOLS

There are a number of ways to approach the schools. Use what you think will work best in your community.

Who To Approach

- **Individual teachers.** This is the simplest, fastest, least controversial way to arrange to visit classrooms. In some schools, teachers have a great deal of freedom to invite guest

speakers and welcome any voluntary efforts from the community to add to their students' education.

You might know about particular teachers who have taught your own children or the children of other union members

- **The teachers' association.** Find out whether teachers are represented by either the American Federation of Teachers or the National Education Association.

You could approach the local union leadership for your area. Through them (or through teachers you happen to know), you can find out who the union stewards or building representatives are for the schools you are interested in.

The teachers' union stewards or building representatives can give you advice on the smoothest way to proceed at their particular schools.

- **Principals.** If you have their support, principals can encourage a number of teachers to invite you to their classes. In some cases, they may be former union members themselves or come from union families. In other cases, however, they may have had run-ins with the teachers' union and may take some convincing.

- **School superintendents/school boards.** This is a step you should avoid unless the labor movement in your community has very strong political connections. The highest levels of the school system have the authority to introduce a new program throughout the school system. However, as in any bureaucracy, getting approval from the higher levels can take a great deal of time and may generate unnecessary controversy.

How To Ask Permission

No matter who you approach, your pitch is most likely to be successful if it is along the following lines:

1. Learning about work is important to all students. Whether they enter the paid workforce or become homemakers, they all will work as adults.

It is never too early to start learning something about what people do at work. The Learning About Work program is not, of course, a substitute for career counseling or vocational training, but it is a useful supplement.

2. You are *not* asking for the opportunity to "give the union side of the story." In many cases, that would make teachers or administrators feel that they were going to end up in the middle of a labor-management controversy in their community.

Instead, make clear that you are planning to lead an educational discussion. You will frequently ask students' opinions and there will be no "right" answers. That, after all, is

one function of education—not telling students what to think but helping them understand what some of the important questions are and giving them information so they can make up their own minds.

TIPS ON WORKING WITH STUDENTS

1. School children learn best through discussion, not through lectures. That's why this slide package is designed to help you stimulate students to talk with you.

2. Refer to experiences in your own workplace. Study the discussion guide ahead of time to figure out where you want to give examples. Then plan how you will present them so you will keep your stories brief and understandable.

3. Avoid union jargon—"grievance," "collective bargaining agreement," "representation election," etc.—especially with younger students. It is more important that they understand concepts than difficult words.

If you must use specialized terms, explain what they mean.

4. Encourage and reward participation, so that the greatest number of students stay involved and interested.

- If a student gives a different answer than you are looking for, instead of saying, "No . . . anyone else?", try saying, "That could be one answer" . . . "or I see what you're saying" . . . "or That's a good point . . . Anybody else have another answer?"

- When several students raise their hand to answer or ask a question, call on people who haven't spoken much or at all.

- If one student is dominating discussion, feel free to say, "I'm seeing the same hands over and over. I'd like to hear from some other people . . . "

5. Don't be afraid to take charge of the class if the teacher doesn't maintain control for you. Sometimes teachers may use the time during classroom visits to grade papers or prepare future lessons, and may not be paying full attention to your presentation or the students' behavior.

You have a right to insist that students wait their turn to speak and not disrupt the class.

BEFORE YOU GO . . .

- **Carefully review the slide/tape discussion guide kit,** slide by slide. You don't want to be reading it for the first time in front of a class.

- **If there are any parts you want to change or omit, rearrange the slides accordingly and make the necessary marks on a photocopy of the discussion guide,** leaving the

original in case someone else might use the package in the future and want to make their own adaptations.

■ **Note on your copy of the discussion guide any places where you want to tell about your own experiences.**

■ **Put the slides in a carrousel-type slide tray** so they'll be easy to store and transport. Make sure the tray is compatible with the slide projector you will be using.

The slides are numbered in order from 1 to 70 for the secondary presentation and 71 to 140 for the elementary. Hold the slide tray so that the slot labeled 0 is on your right. Hold each slide so that the imprinted number is right-side-up and facing you.

Now, how you insert the slide depends on whether it is a horizontal or vertical image. If it is horizontal, insert the slide with the number in the upper right-hand corner. If it is vertical, insert it with the number in the upper left-hand corner. The images on the slides will be upside-down as you insert them; the projector lens will correct this.

Once you have loaded the slide projector, run through the slides to make sure each one is inserted correctly.

■ **Make sure you will have a slide projector available** when you visit the school. The school, a local union office, or a union member may have one, or you may need to rent one.

■ **Check that you will have a smooth white surface** on which to project the slides. This could be a screen, a white wall, or a white sheet tacked onto the wall.

■ **Make sure it will be possible to darken the room significantly.** You don't need complete darkness, but if the room has windows without shades, chances are good that the slide images will not be easy to see. If necessary, the school may be able to arrange for the class to move to the library or some other room for your visit.

■ **Consider wearing work clothes,** such as a nurse's uniform, tool belt, or hard hat.

OTHER ACTIVITIES TO HELP STUDENTS LEARN ABOUT WORK

In addition to leading classroom discussions using this slide kit, there are many other ways local unions can work with schools to promote learning about work:

1. Donate materials. One limited step is to donate books, posters, or other materials about labor to school libraries. National union education and training departments can give you suggestions on what to donate.

Past experience shows that, while this is the easiest way to help the schools, it is not one of the most effective. The materials are not likely to be used much unless you stimulate

interest through classroom visits or other direct contact with students.

2. Offer to support further study about work. For example:

■ **Encourage teachers to assign each student to learn more about one job.**

Students could do this by interviewing a parent or other adult about their work. Basic interview questions could be similar to those used in the slide presentation—"What do you actually do at work? What do you like about it? What don't you like about it? How would you improve your job if you could?"

Students could add to their knowledge by talking to representatives of the local union which covers the kind of job they are studying.

Students then could write reports, stories, or poems and do drawings in their art classes based on what they learned.

To encourage teachers, students, and parents to take on a project like this, one or more local unions could offer to pay for the printing of a booklet containing the students' writings and drawings about work.

The writings and drawings also could be exhibited at the school, local union hall, public library, or other community center.

A local union visitor could return to the school after the interviews have been done to discuss what the students learned.

■ **Arrange for students to visit unionized work sites.** To make this most effective, a member could visit students first at school to prepare them for what they will see, including good working conditions won through organization as well as conditions which union members still want to improve.

Someone from the union, and not just management, should help guide the tour so it doesn't turn into an empty—or misleading—public relations exercise.

■ **Arrange for students to be "interns for a day."** For years, some communities have had programs in which individual students spend a day or half-day with the mayor or city council or police chief. The same idea can be adapted to expose students to the realities of other kinds of jobs.

For some jobs, students could actually act as workers' assistants for all or part of a day. In other cases, students could simply observe the job during that time.

LEARNING ABOUT WORK

Secondary School Presentation

Introduce yourself, including where you work, what job you do, and what union, if any, you belong to.

Explain that you will be showing slides and leading a discussion about jobs people do, how people try to make their jobs better, and some of the particular concerns people have at work such as equal opportunity, the right to fair treatment, protection of their family's security, and support for people who are out of work.

Let students know that you welcome their questions and that you will be asking them questions too as you look at the slides.

As you show a series of slides of people working, lead a discussion about each type of job shown, using the following questions as a starting point:

- What is this person doing?/What is this person's job?
- What do you think would be good about having this job? What would be not so good?
- Why is this job important to all of us?

For each of these questions, first let the students provide the best answers they can. Only then should you add any important points you feel were missed. Some suggested points are provided below.

If one of the jobs shown is similar to the job you or your co-workers do, let the students know that. Tell them something about what the job actually consists of, and tell what you or your co-workers like and don't like about it.

If your job is not represented by these slides, tell about it at the end of this section of the presentation.

If you think students may not recognize the job in the slide, describe what it is.

NOTE: On each page, descriptions of the slides are provided in the first column and talking points in the second column. The symbol ▶ indicates that you should change slides.

SLIDE	TALKING POINTS
1. **LEARNING ABOUT WORK**	How many of you expect to work for a living when you are finished with your schooling? [If 10th—12th grade . . .] How many of you already have had jobs after school, evenings, weekends, or during vacations? ▶
2. **Part I: PEOPLE AT WORK**	As you have found out, or will find out before long, every job has its pros and cons. We're going to look at a few kinds of jobs, and I'll ask you to tell me what you think would be good and not so good about each job and why that job is important to society. ▶
3. Bus driver.	Chance to see and talk to variety of people. Pressure to keep to schedule despite conditions such as heavy traffic or bad weather. Many of us depend on bus drivers for getting to work, school, recreation. ▶
4. Farmer.	Chance to be outside when weather is good. That's a disadvantage when it's not. Produces the food we all need. ▶
5. Nurse.	Health care workers have the satisfaction of helping other people. Discouraging to always be working with sick people. Protects our health and even our lives. ▶
6. Plywood factory worker.	Some factory jobs give you a chance to talk with other people, but some don't. Boring to do the same thing over and over; speed is determined by the assembly line itself, not by workers. This is how most of the things we use are made. ▶
7. Homemaker.	Can be enjoyable to cook, spend time with children, make place to live more pleasant. Also can be very hard, repetitious, isolated. This is work that has to be done; if not by a full-time homemaker, than by combination of parents, childcare centers, older children helping, relatives, hired housekeepers, etc. ▶
8. Technician (fixing telephone equipment).	Like mechanics or others who fix things, challenge of figuring out what is wrong. Not frequent contact with other people. Unless you know how to fix everything yourself, you need people like this to call. ▶
9. Office worker.	Chance to talk with other people. Can feel like a machine typing or filing things other people have written; often no chance to give your opinion. Schools, libraries, stores, government offices could not function without them. ▶

SLIDE	TALKING POINTS
10. Food service worker.	Jobs like cooking, waiting on people, washing dishes in restaurants or hotels can be chance to socialize if not too busy. Otherwise, can be hectic and exhausting. We depend on these people for service, especially when we are in a hurry. ▶
11. Pianist.	Musicians, artists, actors, etc., often enjoy using their imagination — for example, making up a new piece of music or their own way of playing something someone else wrote. To do it well takes a tremendous amount of repetitious practice. Provides entertainment for us. ▶
12. Printer.	Interesting to learn how complicated machines work. Can be noisy and dirty; may be chemicals in air. Printers make possible the newspapers, magazines, books, etc. we read. ▶
13. Social worker giving advice about parenting to a young mother.	Social service workers have the satisfaction of helping all kinds of people when they have problems with their jobs, families, landlords, etc. Often they have too many people to help and not enough time. Many of us need this kind of help at one time or another. ▶
14. Teacher.	Satisfying and fun to help students learn. Frustrating when don't have time to help everyone who needs you; also when students don't pay attention. What would life be like if you didn't know what you learn in school? ▶
15. **Part 2: WORKERS JOINING TOGETHER**	When you go to work, there will be some good things about your job and some things that need to be improved. And whatever you do, you'll be doing something valuable for society and you'll deserve to be treated fairly. ▶
16. Worker talking.	When something needs to be improved or people have problems at work, sometimes they can take care of it just by talking to their "employer" — their boss. ▶
17. Workers talking to each other on the job.	But often people find that it helps to talk with other people who have the same job about how to make their jobs better. That way, they can share ideas about changes that could be made, and sometimes if they talk as a group their employer is more likely to listen. ▶
18. Workers having a meeting.	When workers form a group to meet and talk about making things better at work, that group is called a "union." Do you know of any kinds of people in our community who have unions? [Let students name any they know of, but don't stop to name some yourself . . . go on to the following slides] ▶

SLIDE	TALKING POINTS
19. Telephone operators.	These are telephone operators. Do people like this have unions? ▶
20. Plumber.	What about plumbers or electricians? ▶
21. Airline pilots.	And airline pilots? ▶
22. Janitor.	Janitors? ▶
23. Construction workers.	Construction workers? ▶
24. Football player.	Football players and entertainers? ▶
25. Teacher.	What about teachers . . . do they have unions? Yes . . . in fact, there are unions for people with nearly every kind of job. ▶
26. Union meeting.	When people form a union, they get together and discuss problems they are having and what could be done. ▶
27. Discussion at union meeting.	If there are too many of them to all talk to the employer at once about what could be improved, they choose a few people to speak for them — to be their union officers or representatives. How do they choose? . . . That's right, they vote. ▶
28. Another meeting scene.	Discussing what you want and voting for your leaders is called "democracy." It means giving everyone a chance to give their ideas and convince other people, and not letting just a few people make the decisions. **Now we're going to talk about how people with unions can get things changed.** ▶
29. "Breaker boys."	Can anyone tell me what this is a picture of? [If students don't say so, ask, "Are these mainly adults or children?" Once you've established that they are children, ask, "Does it look like they are they playing or working?"] These are children who lived around 1900 and who didn't go to school but instead worked from the time they woke up until dark, sorting rock and coal that had been brought outside from underground. ▶
30. Children working in textile mill.	What does this picture show? [Now students probably will say that it shows children working.] That's right, these children also lived a long time ago, and they worked all day in a factory making yarn and material for clothing. ▶

SLIDE	TALKING POINTS
31. Children working in cotton field.	What about this picture? That's right, these children worked all day in the hot sun picking cotton from cotton plants and then putting it in heavy bags which they had to drag behind them. When your grandparents or *their* parents were your age, many children did not go to school like you do. Instead, they worked at very hard jobs for very little money, and that was called "child labor." How would you like to do work like that instead of going to school? Now why don't we have much child labor today? Because many people thought it was wrong. So through their unions — the mine workers' union, textile and clothing workers' unions, farm workers' unions, and many other unions, working together — they decided to try to get laws passed to get rid of child labor. ▶
32. Kids with signs against child labor.	They marched in the streets to get the attention of members of Congress, who make the laws . . . ▶
33. March scene.	. . . and after years of doing that, laws were passed guaranteeing the right of children to be able to go to school. **So that is one way union members can get things changed — by getting laws passed. Another way is by convincing their employer.** ▶
34. Workers at VDTs.	Let's say that these people feel that part of the job they do should be designed better. Many of them are getting neck pains and back trouble from the chairs they sit in all day. ▶
35. Worker at VDT.	But they know that it will cost the employer some money to buy better chairs. ▶
36. Union committee meeting.	So some of them decide at a union meeting to send some people to talk to the employer about it. If you were the workers, what would you say to try to convince the employer? [Let students come up with as many arguments as they can. Play devil's advocate with them. For example, "If you have a bad back, maybe you would be better suited to another job somewhere else" or "I'd be happy to get more expensive chairs, but we really can't afford it."] ▶

SLIDE	TALKING POINTS
37. Workers and management representatives.	[Once students have run out of arguments, you can say . . .] Well, if the workers showed the employer they really thought this was important, then the employer probably would make an agreement with the union to improve the equipment workers use. So there are two ways that union members can make jobs better — by getting laws passed and by getting agreements from their employer. [You might briefly tell in simple terms about a health and safety problem that came up where you work and how you got an agreement from the employer to fix it.] ▶
38. **Part 3: MAKING JOBS BETTER**	Now that we've talked about how people try to make their jobs better, let's talk about some of the things they try to improve. ▶
39. **EQUAL OPPORTUNITY**	Let's say you have had a few jobs and now you have some skills and experience, and you see an ad in the newspaper for a job that you are qualified for. ▶
40. Young person with personnel officer.	You go to apply and the employer says, "You have the right skills, but we're looking for someone older." Is that legal? It isn't legal. What is it called when someone refuses to hire or promote a qualified person for reasons that have nothing to do with their ability to do the job? [Guesses, then . . .] "Discrimination." In your case, refusing to hire you because of your age is called "age discrimination." What other kinds of discrimination are there? [Students guess and, if necessary, you fill in . . .]: sex, race, ethnic, religious. ▶
41. Pregnant worker.	Let's say you decide to have a family and you become pregnant (or your wife does). You tell your boss that you're pregnant but you want to keep doing your job. Could your boss legally fire you? [Guesses, then . . .] It's illegal now, but until 1978 there was no law against pregnancy discrimination. In fact, when I was born (or when I was your age), there weren't laws against all the kinds of discrimination we've discussed. ▶

SLIDE	TALKING POINTS
42. Civil rights rally.	But union members and other Americans who believed in equal opportunity organized rallies and visited Congress, and laws were passed . . . ▶
43. Pay equity rally.	. . . and today working people are still trying to stop discrimination of all kinds. ▶
44. **RIGHTS ON THE JOB.**	Now, once you have a job, what rights do you have as a worker? Americans are supposed to have certain rights under our Constitution and Bill of Rights. For example, if you are accused of a crime or causing damage to someone else — or if you feel that you have been wronged — you can go to court where you are supposed to get a fair hearing from a neutral person. The charges are spelled out so everyone knows what they are; both sides can call witnesses, present evidence, and have a lawyer to help them. ▶
45. Jobs With Justice rally.	Working people have tried to make sure those rights apply on the job as well. ▶
46. Young worker flipping hamburgers.	Let's say this worker is falsely accused of doing something wrong at work and is fired. Or that he feels that the boss hasn't paid him for all the time he worked or has denied him a promotion he earned. What can he do? [Students or you will bring up, "Talk to the boss." You can point out that he would be appealing for review by the same person who made the decision to begin with.] [Students or you also will bring up, "Go to court." You can point out that while for disputes outside the workplace you would have the right to a fair trial by a neutral judge or jury, without a union inside the workplace you don't have those rights. The employer can take action against you without listening to your side or even giving you a reason.] ▶
47. Workers holding a contract.	This is why nearly every group of union workers has negotiated a written contract with their employer which includes a "grievance procedure," which simply means the right to appeal unfair treatment to someone like a judge — called an "arbitrator" — who is chosen by both sides. He or she hears evidence and witnesses, lets both sides have a lawyer or other representative, and makes the decision everyone has to go by. So that union contract becomes your Bill of Rights in the workplace.

SLIDE	TALKING POINTS
	[Could briefly give an example of how this has worked at your workplace.] ▶
48. **WORK AND FAMILY**	Someday, you may decide, as many working people do, to have a family. ▶
49. Parent with children.	Let's say in this family a child gets sick or injured and has to go to the hospital. How much do you think one day in the hospital costs? [Guesses, then . . .] It can be $300 or $400 per day — or more depending on what treatment is needed. ▶
50. Hospital scene.	So if a person has to be there for, say, 15 days at $400 per day, what would that cost? $6,000, and it could be much, much more. How can the average person pay bills like that? *Insurance.* ▶
51. Parents with children.	Most union workers have won agreements to have their employers pay a fee to an insurance company so that if a worker or member of their family gets sick, all or most of the bills are covered. Because union workers have won this, many other employers have decided to offer the same kind of benefits in order to attract and keep employees. So the protection union families have won has helped millions of other families as well. [Could *briefly* describe a Work and Family victory or current issue for your union.] ▶
52. **JUSTICE FOR ALL**	In recent years, in addition to trying to make things better for our families and our communities, working people here have increasingly become concerned about the rights of workers in other countries. Let's look at why. ▶
53. South African workers.	These are workers in South Africa, a large country at the southern tip of the African continent. ▶
54. Another South African worker.	Workers there do jobs like Americans do, but most people make only between $3 and $10 *per day.* ▶
55. Worker in Korea.	It's not just South Africa where people are paid that little — the same is true in many countries all over the world.

SLIDE	TALKING POINTS
	So why are people in America concerned about this? [Guesses, then . . .] ▶
56. Woman in Haiti.	For one thing, it's wrong for other people to have to live in such poor conditions. But also it means fewer jobs and lower pay for people here. Why? ▶
57. Latin American coffee picker.	First, because people in those countries often aren't paid enough money so they could buy the things we make. ▶
58. Haitian factory worker.	Second, because many of our companies have moved their operations to other countries to take advantage of cheap labor. Some companies then tell American workers that we have to work for less to "compete" with these low-wage countries. How does that sound to you — when you get out of school, going to work for $3 or $5 or $10 per day so you can compete with someone in another country? It doesn't sound good, does it? What's the alternative to bringing our pay down? *Bringing theirs up.* ▶
59. U.S. rally for rights in South Africa.	That's why many union members in this country have held rallies, sent money to workers who are organizing unions in other countries, and tried to convince companies to pay a decent wage to all workers, no matter what country they live in. ▶
60. **PEOPLE WITHOUT WORK**	We've been talking about some concerns and some rights you might have at work. What if you find you can't work? ▶
61. Older worker.	Let's say this person has worked for 40 years and is old enough to stop working — to "retire." ▶
62. Disabled worker.	And let's say this person was hurt in an accident and can't work at his old job — we say he is "disabled." ▶
63. Unemployed worker.	And let's say this person had a job but the place where he worked closed down, and now he has no job — he would be called "unemployed." So these people who aren't working, how will they get money to pay for food and a place to live and doctor's bills and all the other expenses that people have?

SLIDE	TALKING POINTS
	[Students may suggest they could get another job — you could point out that they might not be able to or it might not pay very much. They could be supported by relatives, but that option is unavailable to many people and might seem like a burden. They could live on savings, but most people don't make enough money to save much after expenses.]
	Most people who don't have work need money to live on, and so, as we've seen on other issues, union members have . . . ▶
64. Demonstration.	. . . gotten laws passed and made agreements with employers to require them to set aside a certain amount of money each month for people who are retired, disabled, or unemployed.
	[Could *briefly* give example of what your union has done in this area.]
	Obviously we haven't had time today to cover all the issues that you may face when you enter the workforce. But we have seen the broad range of concerns you may deal with and that union members have tried to do something about —from ▶
65. Young worker flipping hamburgers.	equal opportunity and basic rights on the job . . . ▶
66. Parents with children.	. . . to protection for families . . . ▶
67. Rally for rights in South Africa.	. . . and recognition of the common interests of workers in different countries, and finally . . . ▶
68. Rally for unemployed.	. . . support for workers who through no fault of their own do not have jobs. ▶
69. Jobs With Justice rally.	We have made progress in this country on issues like these because people have worked together for the good of all. And I hope as you enter the workforce that you will do your part to help continue that progress. ▶
70. Credits.	Any questions? ■

LEARNING ABOUT WORK

Elementary School Presentation

Introduce yourself, including where you work, what job you do, and what union, if any, you belong to.

Explain that you will be showing slides and leading a discussion about jobs people do and how people try to make their jobs better.

As you show a series of slides of people working, lead a discussion about each type of job shown, using the following questions as a starting point:

- What is this person doing?/What is this person's job?
- What do you think would be good about having this job? What would be not so good?
- Why is this job important to all of us?

For each of these questions, first let the students provide the best answers they can. Only then should you add any important points you feel were missed. Some suggested points are provided below.

If one of the jobs shown is similar to the job you or your co-workers do, let the students know that. Tell them something about what the job actually consists of, and tell what you or your co-workers like and don't like about it.

If your job is not represented by these slides, tell about it at the end of this section of the presentation.

NOTE: On each page, descriptions of the slides are provided in the first column and talking points in the second column. The symbol ▶ indicates that you should change slides.

SLIDE	TALKING POINTS
71. **LEARNING ABOUT WORK**	While I show slides today I'm going to be asking you some questions, and if you have questions please feel free to ask. ▶
72. **Part I: PEOPLE AT WORK**	I'm going to start by showing some slides of people at work and asking some questions about them. ▶
73. Bus driver.	Chance to see and talk to variety of people. Pressure to keep to schedule despite conditions such as heavy traffic or bad weather. Many of us depend on bus drivers for getting to work, school, recreation. ▶
74. Farmer.	Chance to be outside when weather is good. That's a disadvantage when it's not. Produces the food we all need. ▶
75. Nurse.	Health care workers have the satisfaction of helping other people. Discouraging to always be working with sick people. Protects our health and even our lives. ▶
76. Plywood factory worker.	Some factory jobs give you a chance to talk with other people, but some don't. Boring to do the same thing over and over; speed is determined by the assembly line itself, not by workers. This is how most of the things we use are made. ▶
77. Homemaker.	Can be enjoyable to cook, spend time with children, make place to live more pleasant. Also can be very hard, repetitious, isolated. This is work that has to be done; if not by a full-time homemaker, than by combination of parents, child-care centers, older children helping, relatives, hired housekeepers, etc. ▶
78. Technician (fixing telephone equipment).	Like mechanics or others who fix things, challenge of figuring out what is wrong. Not frequent contact with other people. Unless you know how to fix everything yourself, you need people like this to call. ▶
79. Office worker.	Chance to talk with other people. Can feel like a machine typing or filing things other people have written; often no chance to give your opinion. Schools, libraries, stores, government offices could not function without them. ▶
80. Food service worker.	Jobs like cooking, waiting on people, washing dishes in restaurants or hotels can be chance to socialize if not too busy. Otherwise, can be hectic and exhausting. We depend on these people for service, especially when we are in a hurry. ▶

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81. Pianist.	Musicians, artists, actors, etc., often enjoy using their imagination — for example, making up a new piece of music or their own way of playing something someone else wrote. To do it well takes a tremendous amount of repetitious practice. Provides entertainment for us. ▶
82. Printer.	Interesting to learn how complicated machines work. Can be noisy and dirty; may be chemicals in air. Printers make possible the newspapers, magazines, books, etc. we read. ▶
83. Social worker giving advice about parenting to a young mother.	Social service workers have the satisfaction of helping all kinds of people when they have problems with their jobs, families, landlords, etc. Often they have too many people to help and not enough time. Many of us need this kind of help at one time or another. ▶
84. Teacher.	Satisfying and fun to help students learn. Frustrating when don't have time to help everyone who needs you; also when students don't pay attention. What would life be like if you didn't know what you learn in school? ▶
85. **Part 2: WORKERS JOINING TOGETHER**	We've said that there are good things and bad things about all jobs. Now let's talk about what people sometimes do about the things at their jobs that need to be improved. ▶
86. Worker talking to employer.	Sometimes people can get problems at work taken care of just by talking to their "employer" — whoever is in charge of the place where they work. ▶
87. Workers talking to each other on the job.	But often people find that it helps to talk with other people who have the same job about how to make their jobs better. That way, they can share ideas about changes that could be made, and sometimes if they talk as a group their employer is more likely to listen. ▶
88. Workers having a meeting.	When workers form a group to meet and talk about making things better at work, that group is called a "union." Do you know of any kinds of people in our community who have unions? [Let students name any they know of, but don't stop to name some yourself . . . go on to the following slides] ▶
89. Telephone operators.	These are telephone operators. Do people like this have unions. ▶
90. Plumber.	What about plumbers or electricians? ▶

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91. Airline pilots.	And airline pilots? ▶
92. Janitor.	Janitors? ▶
93. Construction workers.	Construction workers? ▶
94. Football player.	Professional athletes and entertainers? ▶
95. Teacher.	What about teachers . . . do they have unions? Yes . . . in fact, there are unions for people with just about every kind of job. ▶
96. Union meeting.	When people form a union, they get together and discuss problems they are having and what could be done. ▶
97. Discussion at union meeting.	If there are too many of them to all talk to the employer at once about things that could be improved, they choose a few people to speak for them — to be their union officers or representatives. How do you think they choose? . . . That's right, they vote. ▶
98. Another meeting scene.	Discussing what you want and voting for your leaders is called "democracy." It means giving everyone a chance to give their ideas and convince other people, and not letting just a few people make the decisions. **Now we're going to talk about how people with unions can get things changed.** ▶
99. "Breaker boys."	Can anyone tell me what this is a picture of? [If students don't say so, ask, "Are these mainly adults or children?" Once you've established that they are children, ask, "Does it look like they are playing or working?"] These are children who lived around 1900 and who didn't go to school but instead worked from the time they woke up until dark, sorting rock and coal that had been brought outside from underground. ▶
100. Children working in textile mill.	What does this picture show? [Now students probably will say that it shows children working.] That's right, these children also lived a long time ago, and they worked all day in a factory making yarn and material for clothing. ▶

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101. Children working in cotton field.	What about this picture? That's right, these children worked all day in the hot sun picking cotton from cotton plants and then putting it in heavy bags which they had to drag behind them. When your grandparents or *their* parents were your age, many children did not go to school like you do. Instead, they worked at very hard jobs for very little money, and that was called "child labor." How would you like to do work like that instead of going to school? Now why don't we have much child labor today? Because many people thought it was wrong. So through their unions — the mine workers' union, textile and clothing workers' unions, farm workers' unions, and many other unions, working together — they decided to try to get laws passed to get rid of child labor. ▶
102. Kids with signs against child labor.	They marched in the streets to get the attention of members of Congress, who make the laws . . . ▶
103. March scene.	. . . and after years of doing that, laws were passed guaranteeing the right of children to be able to go to school. **So that is one way union members can get things changed — by getting laws passed. Another way is by convincing their employer.** ▶
104. Workers at VDTs.	Let's say that these people feel that part of the job they do should be designed better. Many of them are getting neck pains and back trouble from the chairs they sit in all day . . . ▶
105. Worker at VDT.	. . . But they know that it will cost the employer some money to buy better chairs. ▶
106. Union committee meeting.	So some of them decide at a union meeting to send some people to talk to the employer about it. If you were the workers, what would you say to try to convince the employer? [Let students come up with as many arguments as they can. Play devil's advocate with them. For example, "If you have a bad back, maybe you would be better suited to another job somewhere else" or "I'd be happy to get more expensive chairs, but we really can't afford it."] ▶

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107. Workers and management representatives.	[Once students have run out of arguments, you can say . . .] Well, if the workers showed the employer they really thought this was important, then the employer probably would make an agreement with the union to improve the equipment workers use. So there are two ways that union members can make jobs better — by getting laws passed and by getting agreements from their employer. [You might *briefly* tell in simple terms about a health and safety problem that came up where you work and how you got an agreement from the employer to fix it.] ▶
108. **Part 3: MAKING JOBS BETTER**	Now that we've talked about *how* people try to make their jobs better, let's talk about some of the things they try to improve. ▶
109. **EQUAL OPPORTUNITY**	▶
110. Woman treating patient.	What do you think this woman's job is? [Chances are great that students will say she's a nurse.] Actually, she's a doctor. Have any of you ever gone to a woman doctor? ▶
111. Male furniture workers.	What about these men? What is their job? They are furniture makers. Are there women who are furniture makers? ▶
112. Female furniture workers.	Yes, there are. ▶
113. Male and female office workers.	Here's a picture of someone who is in charge of an office . . . and their secretary. Who can point out the secretary for me? [Chances are great students will point out the woman.] ▶
114. Man at VDT.	Actually, in that particular office that man happens to be the secretary. ▶
115. Man in coal mine.	This is a coal miner. He works under the ground in deep, dark tunnels, using big, heavy machines and putting up posts so the tunnels won't cave in on him. Do you think a woman could do a job like that? ▶
116. Woman in mine.	Actually, there *are* women coal miners. ▶

SLIDE	TALKING POINTS
117. Female child care worker.	This woman is a child care worker. She works in a place where babies and little children stay all day while their parents are working. She feeds children and reads them stories and for the littlest ones she changes their diapers. Do you think there are men who are child care workers? ▶
118. Male child care worker.	Yes, there are. So we've seen some different jobs that both men and women can do. Can you think of jobs that a woman wouldn't be able to do? [For nearly any job students bring up, you can point out that in fact there are women who do that job. Students often bring up the fact that there has never been a woman president and that no women are found in certain professional sports such as boxing, football, baseball, etc. For now, just say, "Well, it's true there aren't any women in those jobs."] What about jobs that men wouldn't be able to do? [Usually the only one students come up with is "have babies."] You know, when I was your age, it was very hard for women to become doctors or carpenters or coal miners or the person in charge of an office or business. A lot times they couldn't get hired for certain kinds of jobs. ▶
119. Man and woman working together.	Sometimes when they were hired to do the same jobs as men, they were paid less just because they were women. That's called "discrimination" when you don't let people have a chance to do something or be treated fairly just because they are a woman . . . ▶
120. Black worker.	. . . or because of the color of their skin . . . ▶
121. Older worker.	. . . or their age . . . ▶
122. Hispanic worker.	. . . or what country their family originally came from. Some people used to say that women or people from minority groups wouldn't make as good doctors as white men — but then when they had the opportunity that turned out not to be true.

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	Today it's true that no woman or minority person has ever been president — but they have had the chance to be the leaders of other countries, and someday that will change in our country too. When people have been discriminated against at work and not given the same chances as others, people who belonged to unions have . . . ▶
123. Civil rights march.	. . . gone with other citizens to see members of Congress and get laws passed . . . ▶
124. Equal pay rally.	. . . and have let their employers know they feel strongly about it and have gotten agreements to stop discrimination . . . ▶
125. Pay equity demonstration	. . . and today many union members still are working together to make sure all people are treated fairly. [If there is a good example of successful union action in your workplace on equal opportunity/pay equity/discrimination issues, you might describe it *briefly.*] ▶
126. **PEOPLE WITHOUT WORK**	We've been talking about people who work. But union members also are concerned about people who can't work. ▶
127. Older worker.	Let's say this person has worked for 40 years and is old enough to stop working — to "retire." ▶
128. Disabled worker.	And let's say this person was hurt in an accident and can't work at his old job — we say he is "disabled." ▶
129. Unemployed worker.	And let's say this person had a job but the place where he worked closed down, and now he has no job — he would be called "unemployed." So these people who don't have work, how will they get money to pay for food and a place to live and doctor's bills and all the other expenses that people have? [Students may suggest they could get another job — you could point out that they might not be able to or it might not pay very much. They could be supported by relatives, but that option is unavailable to many people and might seem like a burden. They could live on savings, but most people don't make enough money to save much after expenses.]

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	Most people who don't have work need money to live on, and so, as we've seen on other issues, union members have . . . ▶
130. Demonstration.	. . . gotten laws passed and made agreements with employers to require them to set aside a certain amount of money each month for people who are retired, disabled, or unemployed. [Could *briefly* give example of what your union has done in this area.] ▶
131. **WORK AND FAMILY**	▶
132. Man, woman, and children.	What is this a picture of? [Guesses, then . . .] Yes, it's a family. ▶
133. Family with grandmother.	And this? [Guesses, then . . .] This is a family, too, isn't it? ▶
134. Single parent with child.	And this? [Guesses, then . . .] This is also a family. There are all different kinds of families, and another thing that union members do is work together to try to make life better for families. ▶
135. Parent and children at beach.	What is this family doing? (Guesses, then . . .] They're spending time together on a day off or vacation or holiday. It used to be that many working people couldn't afford to spend much time with their families because they weren't paid when they didn't work, and they needed that money. But union members have won agreements for paid holidays, paid vacations, and so on. ▶
136. Parent with very young child.	This child — do you think he is old enough to go to school? No, he's not. So what if his parents need to work? Who will take care of him while they are working? [Students may guess relatives, friends, or paid babysitters. Point out that those options aren't available to everyone.] ▶
137. Child care center.	Some people need a child care center to take care of their children while they are at work. Unions have worked to get employers to help pay for this. ▶

SLIDE	TALKING POINTS
138. Child with nurse.	What is this child doing? [Guesses, then . . .] That's right, he's being taken care of by a nurse. Sometimes going to a hospital can be very expensive — more than some people can afford. But it's very important, isn't it? So union members also work to get employers to help pay for those costs. ▶
139. Students in classroom.	And what are these children doing? [Guesses, then . . .] That's right, they are going to school. Getting a good education is important to help you enjoy life and make a good living when you grow up. That's why union members try to get more money for the schools — for books, and computers, and more teachers so classes can be smaller. And that's why I'm here today to talk with you and teach you something about what people do at work. ▶
140. Credits	Any questions? ■